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VOL. LXV

JANUARY, 1976

No. 1

# *South Carolina State College*

Orangeburg, South Carolina  
Bulletin



**ANNUAL REPORT NUMBER**

For Period May, 1974 to May, 1975

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South Carolina State College offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.



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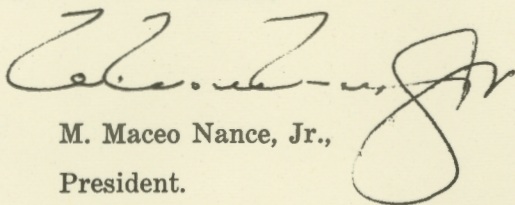
## ADMINISTRATION

The College made notable progress on a number of fronts during 1974-75. Good teaching, increased research, and enlarged public service were its hallmarks.

The enrollment of the College continues to increase and we are most pleased to be able to service greater numbers. In the monitoring of the constituents of the institution, as well as responsible State officials, there seems to be a high degree of confidence in the programs and administration of the College. In addition, we are highly grateful for the high level of support being demonstrated by the students, faculty and alumni.

However, higher education is not without its problems, and certainly, South Carolina State College, as a member of the higher education community, is experiencing its share.

We are very much concerned about the mounting inflation and the economic recession being felt by higher education, but we are confident that the College will continue to grow, perhaps not as dramatically as in the past several years. The continued financial and moral support from its many constituents will insure its growth, and the goal of quality education in academic excellence will be obtained.



M. Maceo Nance, Jr.,  
President.

## STUDENT AFFAIRS

As reported in the last Annual Report, the main concern of the Office of Student Affairs is that of the self-development and the individual welfare of all of the students of the college in terms of financial need. In addition, we attempt to integrate the financial aid program with the general policies and procedures of the College and to promote the national purpose as reflected in the Higher Education Act of 1965, as amended — e.g. to make a post-secondary education available to the eligible youth of our nation at all economic levels.

### *Financial Aid*

Great strides have been made within the last decade to ensure that any person of college caliber who desires a college education will not be denied it because of a lack of funds.

In general, priorities in processing student aid applications are as follows:

1. Renewal Applicants
  - a. Seniors
  - b. Juniors
  - c. Sophomores
2. Entering Freshman Applicants
3. Upperclass New Applicants
  - a. Seniors
  - b. Juniors
  - c. Sophomores

A comparison of the number of students receiving financial aid during the 1973-74 and 1974-75 is shown in Appendix II.

### *Cooperative Education and Career Planning and Placement*

This office continues to have a most important and crucial task in the academic community, i.e., assisting students to explore and make occupational choices in their community. This task is performed through a variety of services such as: counseling, guidance and job placement.



The annual conference was held this year with the theme, "Are You Ready for the Future". Faculty, staff, students, administration and community were involved.

For statistics on Cooperative Education and Career Planning and Placement, see Appendix III.

### *Brooks Infirmary*

The Staff of South Carolina State College Infirmary experienced major difficulties Spring semester 1973-74 school year, due to the death of the College Physician. Dr. Palm's death occurred about 30 days prior to the submitting of my last report. Paul E. Childs, M. D. joined the Staff September, 1974, as College Physician and assumed all professional coverage. During the absence of a physician February 23, 1974 through August, 1974, nursing personnel continued to offer the services which could be given by nurses on regular schedule. We called upon local agencies and physicians for assistance in solving our problems, there were those who really needed the service of a physician frequently, and in many instances students made their own appointments, or returned home to the service of their family physician. We are grateful to those who made all efforts to assist us with problems when we needed them most.

Our Staff is composed of the same nursing personnel, five registered nurses and one licensed practical nurse.

Attention is called to Appendix IV, Summary of Services Rendered on Campus, and Summary of Services Rendered by the Off-Campus Agencies and Specialists.

### *Counseling and Self-Development Center*

Dr. Melvin Haynes, Jr., Director of the Center, had a full-time staff that consisted of a secretary and three psychological counselors. In addition to the full-time staff, a psychiatrist and a psychometrist were employed on a part-time basis. He also had the services of a graduate assistant and three work-study students.

Briefly outlined below are the activities of the Center.

1. improved its referral system by making contacts with



several community agencies and numerous members of the college community.

2. publicized its services by having news articles printed, through widely distributing the Center's brochure of services, through presenting talks about the Center during Freshmen Orientation Week, by sending letters to students inviting them to visit the Center, and through our referral system.
3. engaged in personal-social counseling, academic counseling, process counseling, telephone counseling and referral, and psychiatric treatment.
4. administered several tests for counseling and therapeutic purposes, acted as a regional testing center for certain national tests, assisted with college-wide testing efforts such as the Freshmen Placement Testing Program, provided tests interpretation services, consulted with groups and individuals on testing issues, and provided a test scoring service.

### COLLEGE PROGRAMS

Several areas of the College are presently conducting specialized programs for the benefit of students or the community as a whole.

#### Institutes and Specially Funded Programs

##### *Office of the Dean of the Faculty*

1. The development of an "Advanced Institutional Development Program" proposal. This proposal includes Faculty Development, Remedial Instruction, Career Development, Humanities, Goals Inventory and a Planning-Management-Evaluation Component. This grant is for five years and for a total of \$1,200,000, with an option for supplementary funding.
2. This office serves to disseminate information to academic areas about avenues for funding of proposals and, in many instances, to give guidance in the development of these proposals.

##### *School of Arts and Sciences*

1. The W. K. Kellogg Foundation grant of \$287,600 is now in its second year of funding and is proving to be of great overall help to the Department of Business Administration.



2. The above department has two other small grants as follows:
  - a. The Arthur Anderson & Company grant of \$2,500, which is used for scholarships in accounting.
  - b. The Mobil Oil Corp. grant of \$1,500 also used for scholarships for students other than accounting majors.
3. The Department of Habilitative Sciences has three grants which are supportive of the programs.
  - a. In Speech Pathology and Audiology, \$69,544 was received from the Bureau of Education for the Handicapped and the Division of Rehabilitative Services for Region IV.
  - b. In Special Education, a proposal was funded for \$34,000 for undergraduate and graduate traineeships in Mental Retardation, Learning Disabilities, and the Emotionally Disturbed.
4. A research study entitled "The Physiological and Chemical Studies on the Mechanism of Weed Seeds Dormancy," is in its third year of funding. The grant was for \$138,956 for the period 1973-78, and is funded by the U. S. Department of Agriculture.
5. A research project for \$136,626 entitled "Macrophomina Phaseoll as Related to Crop Plants in South Carolina." The grant period is from July 1, 1972 to June 30, 1976, and is supported by the U. S. Department of Agriculture.
6. A continuation grant for \$219,202 dealing with "Biochemical and Biological Studies with Porphyrins" will continue through May 31, 1977, and is supported by the Minority Schools Biomedical Sciences Program of HEW.
7. A study of "Air Pollution in Charleston, South Carolina," is presently in its third year of a five-year grant, with total funding of \$128,798. This study has the same source of funds as number 6, above.
8. Presently being researched is the study entitled, "The Quality of Food Fish Consumed by the Rural People of the State of South Carolina." This grant is in the amount of \$75,594 and in its first year of operation. It is funded by the U. S. Department of Agriculture.
9. A research project entitled, "Nutritional Status of Rural People in Hampton County and an Evaluation of the Expanded Nutrition Education Program," is in its final year of operation. This grant was for \$475,705 and was sup-



ported by funds from the U. S. Department of Agriculture.

10. A study entitled "The Critical Currents in Superconducting Tin Films." This grant is for \$23,312 and is funded by the National Aeronautics and Space Administration.
11. A research project entitled "Identification and Evaluation of Pollutants in Rural Drinking Water Supply," is now in its third year and is funded by the U. S. Department of Agriculture in the amount of \$201,657.
12. S. R. S. Training grant for Social Work Education totaled \$88,313 for the fiscal year 1975. The program is for development, administration and case work expenditure.
13. "Effects of Communications and Transportation or Utilization of Agency Services by Low Income People in Rural South Carolina," is presently in its final stages of completion. This was a grant of \$161,098 from the U. S. Department of Agriculture.
14. Unrestricted grants in the amounts of \$1,000 and \$5,000 were received by the Department of Natural Sciences from the Merck and the American Enka Companies, respectively.
15. A C.O.S.I.P. grant in the amount of \$237,000 received in 1973 from the National Science Foundation has provided necessary funds for the purchase of sophisticated equipment and necessary supplies.
16. The Natural Sciences Department has been funded for the period January 15, 1975 to November 30, 1975, for \$45,985 to train junior high school science teachers and to conduct a follow-up study of these teachers.

#### *School of Education*

1. Program to Train Rehabilitation Counselors is a five-year funded program which is now in its third year. It is administered by the Department of Psychology and is funded for \$58,865 by the Bureau of Social Rehabilitation Services of the Department of Health, Education and Welfare.
2. The production of an ETV course in reading currently being aired with statewide enrollment. This course was developed by Dr. Ruby T. Davis, Coordinator of our Reading Program.
3. "The Teacher as a Manager," is a twenty-seven unit television program series for college credit which explores the art and skill of management in education. The series was



developed by South Carolina State College, The University of South Carolina, and Winthrop College.

4. "Performance Based Teacher Education: How Effective Is It? This is a five-year study to examine the effectiveness of our Competency-Based Teacher Education Program. The grant is for \$39,000 and was awarded through the Office of Institutional Research.

#### *School of Home Economics*

1. "Head Start Program for State Training in Child Development" is designed to give leadership in developing training to meet the needs of all Head Start Programs in the state. It is funded by HEW for \$75,000.
2. In conjunction with the above, there is the Technical Assistance to Head Start Grantees Serving Handicapped Children. This grant is for \$45,625 and funded by the same source.
3. Supplementary Training for Head Start Teachers and Their Aides is a program designed to provide a chance for Head Start staff to obtain college training which may eventually lead to a degree in Early Childhood Development. The program is funded by the U. S. Office of Education in the amount of \$57,106.
4. "Winnsboro Head Start Follow-Through Supplementary Training Program." This program has essentially the same function and objectives as number 3, above, but was designed for Head Start teachers in Winnsboro. The grant was for \$5,316.60.

#### *School of Industrial Education & Engineering Technology*

An "EPDA Leadership Development Seminar" was funded for \$20,059 by the U. S. Office of Education through the State Department of Education. It was designed to introduce prospective administrators to the structure, organization, administration and management of the Area Vocational School.

#### *Special Services Program*

The Special Services Project called "PEP" involves 112 students of freshman and sophomore status. The program reflects a controlled remedial experience in all the courses for which the students are enrolled. A great deal of emphasis is placed on the tutors and intensive counseling. This year's grant is for \$56,941.33 and is funded by the U. S. Office of Education.



### *University Year for Action*

The University Year for Action Program is in its second year of funding. It combines the objectives of eliminating poverty and providing university students with an experience-based curriculum. This is accomplished by allowing students to earn academic credit for volunteer work in poverty areas. The program is funded by the Action Agency of the U. S. Office of Education for \$130,299. The program has 26 students.

### **SPECIAL PROGRAMS**

This school year has evidenced continued growth in research stimulated primarily by the Office of Institutional Research. There are a number of projects being studied which relate specifically to the needs of South Carolinians. These studies are being done in the departments of Natural Sciences, Social Sciences, Business Administration, Education and the School of Home Economics. The major portion of research activities, as evidenced by the listings previously made, is being carried out by the Department of Natural Sciences.

The greater involvement of the College in activities within the community is giving greater exposure to programs of the College and indicates how well we can serve the general public. Generally, we are taking a leading role in affairs of the State Department of Education, the State Arts Commission, and professional organizations within and without the state. Our academic personnel are called upon to be consultants, to head committees, to read proposals, and to evaluate schools and programs, both on a local and national level. The mere fact that we have two programs being aired by ETV in which we are major participants speaks for itself.

Evidence of these activities is listed below which reflect involvement, commitment and dedication.

#### *School of Arts and Sciences*

1. The Third Annual Business Education Conference was held on November 1, 1974.
2. The Business Administration Department conducted an especially successful program in celebration of the Bicentennial.



3. A series of seminars are being conducted throughout the academic year by the Business Administration Department. These activities are made possible through funds from the Kellogg Foundation.
4. The Department of Habilitative Sciences operated the Speech and Hearing Clinic during 1974 and provided the services listed below:
  - a. Speech and Language Evaluations ..... 184
  - b. Hearing Evaluations ..... 139
  - c. Speech and Hearing Screenings ..... 1,260
  - d. Therapy for Clients ..... 147
5. Tutorial sessions were held for mentally retarded, emotionally disturbed, and children with learning disabilities in Orangeburg and Calhoun Counties.
6. The Department of Modern Languages offered interpretation services for hospital and court interpretation.
7. The Department of Natural Sciences sponsored three outstanding programs during this report period. They are as follows:
  - a. High School Health Careers Day Programs
  - b. A Symposium for Pre-Dental Advisors
  - c. A Metric Week Project
8. The Henderson-Davis Players continue to carry on several activities on campus and by invitation.

#### *School of Education*

1. Special workshops and conferences were held during the year in several areas, including Basic Adult Education, Reading, Clinical Practices of Teachers, Competency-Based Teacher Education Program, and the hosting of a Community Education Conference.
2. The Twenty-Fourth Annual Guidance Conference was held on February 14, 1975. The theme of this conference was "A Total Approach to Helping Through Transactional Analysis."



3. The Department of Psychology hosted a staff training conference for the State Vocational Rehabilitation Department.
4. The Garnet and Blue Marching 101 Band and the Collegiate Chorale gave several performances on-campus and off-campus.

#### *School of Home Economics*

1. During the past year, the School of Home Economics continued its role as facilitating agency for (1) State Training Office of Head Start, and (2) Head Start Follow-through Supplementary Training Program.
2. Research activities are being conducted in Human Nutrition which promise to show significant findings.

#### *Industrial Education & Engineering Technology*

There were several seminars in which guest speakers who were experts from industry were invited to speak and make presentations which were of interest to students in their specialized areas.

### **SCHOOL OF ARTS AND SCIENCES**

#### **Business Administration**

##### *Programs*

The Department of Business Administration provides programs in four major fields: accounting, general business administration, business education (graduate and undergraduate), and office administration. Minor programs are in accounting, general business, and economics.

The aims and efforts of the Department continue to be enhanced by the four-year grant from the W. K. Kellogg Foundation. However, the only faculty studying for terminal degrees have been in business education, whereas the greatest need is in accounting, marketing and general business. It is extremely difficult to locate qualified staff in accounting, management and marketing who have terminal degrees.



## **Communications Center**

### *Programs*

The Communications Center provides (1) a course in English Essentials for all incoming freshmen who need special help in mastering basic verbal skills as evidenced by their performances during the placement period; (2) a one-year sequence of courses in English Composition and Speech Arts for all students of the College; (3) a three-semester, interdisciplinary sequence of courses in Humanities for all students of the College; (4) programs of specialization in English Language and Literature, Teaching of English, Teaching of Dramatic and Speech Arts, and Professional Drama; and (5) various elective courses in communicative arts that are open to students who are not pursuing majors in the department.

A recently approved five-year grant under the Advanced Institutional Development Program will undergird and greatly strengthen the regular English Composition offerings (English 101-102) because by the 1979-80 academic year, it will provide remediation for 75 percent of the entering freshmen who need it, thus preparing them to receive maximum benefits from the regular English Composition sequence.

The recently approved five-year grant under the Advanced Institutional Development Program is designed, also, to enhance immensely the humanities program operated by the Communications Center.

On the advanced level, designed primarily for majors, the English curricula provide specialized courses in writing, generative and transformational grammars, and various genres and literary periods. The course sequences lead to specialization in two areas: English Language and Literature and Teaching of English. The Communications Center offers a two-semester sequence of courses in Speech Arts to all freshmen and two curricula in drama.

The Communications Center also offers two curricula in Drama: One leading to the bachelor's degree in Professional Drama, the other to the bachelor's degree in the Teaching of Dramatic and Speech Arts. The Henderson-Davis Players is the laboratory for the instructional programs in Dramatic and Speech Arts.



## Habilitative Sciences

### *Programs*

During the present academic year, this department went through several changes. They are discussed as follows:

On February 7, 1974, the South Carolina Commission on Higher Education approved the department's proposal to offer graduate training leading to the Master of Arts degree in Speech Pathology and Audiology. The first graduate students were enrolled on June 10. This additional level of training removes one of the major weaknesses of the training program. With its present structure, the graduate program can produce students who meet the academic and practicum requirements for certification by the American Speech and Hearing Association and licensure by the South Carolina Board of Examiners in Speech Pathology and Audiology.

Shortly after the initiation of the graduate program, the Department of Speech Pathology and Audiology was combined with the Special Education Program to form the Department of Habilitative Sciences. The process began July 1, when the name of the department was changed. On August 23, the reorganization became effective, and the new department came into existence.

Dr. Bernice W. Stukes and Miss Frances A. Taylor, who worked in the Special Education Program when it was in the Department of Education, were transferred to the new department. Dr. Harold Powell, who had been head of the Department of Speech Pathology and Audiology, was named chairman. Dr. Stukes continued as Coordinator of Special Education. The new department offers an undergraduate major in Speech Pathology and Audiology and minors in three areas of Special Education: Mental Retardation, Emotional Disturbance, and Learning Disabilities. Graduate training is offered in each of the aforementioned areas.

One advantage of the new department is that it has the mechanism to offer a comprehensive range of training programs for persons who plan to work with the handicapped. The program, in the planning stages now, is one that will offer training for persons who plan to work with the hearing im-



paired. This would be a training program in Deaf Education.

### **Mathematics and Computer Science**

#### *Programs*

The Department of Mathematics and Computer Science provides (1) a course in remedial mathematics for all incoming freshmen who need help in basic mathematics; (2) a one-year sequence of courses in mathematics for all students in the college; (3) programs of specialization in mathematics and teaching of mathematics. It also offers minors in mathematics, computer science and graduate mathematics.

A recently approved five-year grant under the Advanced Institutional Development Program will undergird and greatly strengthen the regular mathematics program by providing remediation for entering freshmen.

### **Modern Languages**

#### *Programs*

The Department of Modern Languages still provides majors in French, Teaching of French, Spanish, and Teaching of Spanish. In addition to the major offerings, the department provides the required courses for other areas.

Areas where strengthening is needed are study-travel programs, the increase in the size of elementary and intermediate classes and a decrease in enrollment for the advanced classes.

A plan to consolidate advanced classes is being proposed. Several advanced classes will be incorporated into an Independent Study Unit and students will be assigned special units for individual class work. The class will be taught by staff with one enrollment and interrelated assignments. Full particulars will be worked out later and submitted for approval to the Educational Policies Council. This arrangement will release teachers for other work and increase reported advanced class enrollment.



## Natural Sciences

### *Programs*

The Department of Natural Sciences is divided into the areas of Biology, Chemistry, Physics, and Science Education. Several committees were organized to begin studies for the improvement of the academic programs. Curriculum changes have involved the development of new courses, upgrading several existing courses, tutorial services, student-faculty research, and establishing a new Science Instructional Materials Center.

The academic program has been enhanced through the on-going implementation of the MISIP (formerly (COSIP) grant of \$237,000 received from the National Science Foundation in 1973. This grant has provided the funds to purchase many essential pieces of sophisticated equipment and necessary supplies, thereby providing the academic atmosphere conducive to high caliber instruction and learning to our students.

The Department of Natural Sciences has inaugurated a very vigorous recruitment program to attract a large number of superior high school students to the Department. This program involves periodic visits to high schools throughout the State of South Carolina as well as bringing selected groups of students to our campus.

The research activities of the Department continue to grow. More than half the staff is presently involved in some type of research project. Most of them have release-time during the academic year, and during the summer they (for the most part) work full-time on their projects.

The Department of Natural Sciences has developed a good workshop relationship with the Nursing School at the Orangeburg Regional Hospital. During the first semester, 1974-1975, a chemistry course was taught for them; and during the second semester, a microbiology course is being taught for them. The Head of the Nursing School is very pleased with our treatment of these courses and has been generous in her praise of the instructors. She has indicated a strong desire for our teaching future courses for her.



## **Social Sciences**

### *Programs*

This department provides specialization in the areas of History, Teaching of History, Teaching of Social Studies, and Sociology. It also offers minors in History, Political Science, Black Studies, Criminal Justice, Sociology, and Social Welfare.

The need for a major in Political Science is supported by student demands and a proposal to the Commission on Higher Education is being submitted through channels.

The aims and efforts of the department were enhanced for four years by a grant from the W. K. Kellogg Foundation which expired in 1973 with an extension this year so as to expend the remaining funds. It is unfortunate that not a single staff member has obtained his terminal degree under this fund, although monies were available and spent for that purpose.

The department is still trying to include History 103-104 as a part of the general education requirement for all students and it hopes to add additional courses in Latin American and Caribbean history next year.

The Social Studies curriculum has undergone some modifications to reflect the new Standards for Teacher Education.

A new course in Drug Abuse and Alcoholism is being projected for next year. Efforts toward attainment of constituent membership in the Council for Social Welfare Education are progressing adequately which may eventually lead to a major in the area.

## **SCHOOL OF EDUCATION**

### **Education**

### *Programs*

The Department of Education provides professional programs for undergraduate and graduate students. Those programs are as follows:

1. Bachelor of Science in Elementary Education
2. Bachelor of Science in Kindergarten-Elementary Education



### 3. Minor Programs in Reading and Adult Education

#### 4. Graduate Minor in Education

The program in Elementary Education is showing rapid growth. This year there are 208 majors. The other minor programs, especially Reading and Basic Adult Education, have shown a marked increase in enrollment.

The following innovative activities and programs are being carried out.

1. Providing diagnostic, laboratory, field and clinical experiences for the pre-student teachers with emphasis on the practical aspects of teaching.
2. Providing pre-service experiences for the student teacher with emphasis on experimental and innovative programs.
3. Developing a follow-through program to improve teacher education in South Carolina and enhance recruitment opportunities for the College. This program will consist of two important components:
  - a. A follow-up program to help new teachers face and solve beginning teacher problems.
  - b. A special school services program for cooperating school systems emphasizing skill development for public school teachers.
4. The anticipated use of the Learning Center is claiming a lot of attention and planning. This Center promises to be of great value to instructional techniques for the entire College.
5. The expected increased activities of the Reading Program will be facilitated by the new AIDP grant.

### **Health and Physical Education**

#### *Programs*

The Health and Physical Education Department provides for a major in Health and Physical Education on the secondary level, and services many areas of the College where health and physical activities are required.

The State Department of Education is now certifying Health and Physical Education graduates on the elementary level; therefore, it is necessary that planning in this direction



be accelerated. This has been brought to the attention of those concerned and planning for this new major is presently under-way.

### **Library Service**

#### *Programs*

The Department of Library Service is involved in the preparation of professional school library media personnel. In addition, the program is also designed to develop competencies needed in positions in other libraries.

In regard to changes in the curriculum, the Library Service staff, in cooperation with the Audio-Visual Aids Center, is developing a proposal for five new courses in media. These courses would be open to all students. It appears that these courses would enhance the training of students in all areas.

As for strengths of this program, the greatest one is that this department is growing. The enrollment has increased and more males are involved in the program.

### **Music and Fine Arts**

#### *Programs*

This department provides programs for students who are interested in teaching in areas of piano, organ, vocal public school music, band and orchestra instruments. It also provides a major for students in Fine Arts.

The curricula in both Music and Fine Arts are essentially the same as last year. The number of hours in each curriculum still remains extremely high. The curriculum committee of the department is now studying this matter carefully.

The organizations within the department has performed in many programs, both local and statewide. These organizations are the College Choir, Men's Chorus, Instrumental Ensembles, the 101 Marching Band, Concert Band, and ROTC Band. Their performances have been creditable.

The Art program is gradually developing. It now has 39 majors. The leadership is good and there is a dedicated staff. A few minor revisions have been made in this curriculum.



## **Psychology**

### *Programs*

The Department of Psychology provides programs in the following areas:

1. Undergraduate Major in Psychology
2. Undergraduate Major in Associate Guidance Counselor Education
3. A Graduate Minor Program in Guidance and Counseling
4. Graduate Program in Rehabilitation and Counseling

Students who elect to be majors in Psychology must minor in some other area of studies if they plan to work after their undergraduate training. The vast majority of them minor in Special Education.

The department has worked on its curriculum so that the minimum number of hours for graduation is now 125 credit hours. The chairman is giving the department positive leadership. He has well defined goals and activities through which they are achieved.

The Counselor Education Program is progressing very satisfactory. There are now 60 majors and the program will graduate its first students in May, 1975. The department is trying through adequate motivation to get its students to work at their maximum levels.

## **Felton Laboratory School**

### *Programs*

There has been no major change in the organizational structure of the program in the past two years. The school is still cognizant of its role and objectives. However, very little written reports of innovation, research and experimentation have been seen. It appears that a Coordinator of Research should be appointed from within the present faculty; however, the new Director should make this determination.

The non-graded program has an enrollment of 239 pupils and, in addition, there are 131 pupils in the Middle School, and



18 in the kindergarten program. This enrollment should be the maximum.

The program extends from kindergarten through the eighth grade, and has a good mixture of whites and blacks.

### **SCHOOL OF HOME ECONOMICS**

#### *Programs*

The School of Home Economics offers a four-year curriculum leading to a B.S. degree with majors in four areas of specialization: Home Economics Education, Child Development and Pre-School Education, Food and Nutrition, and General Home Economics.

In the past year the recasting of the School's priorities was begun. One area, Child Development and Pre-School Education is now taking on a substantially different shape. The program was built originally on a faculty base of specialists in Home Economics Education. As a result of faculty recruitment, the area spans a range of specialists in Child Development and Early Education, Child Development and Family Relationships as well as specialists in Home Economics Education with an emerging focus on the training of specialists for an analysis of human services and delivery systems.

The afternoon pre-school session, initiated September 1974, provides training for an additional fifty preschoolers as well as a setting for clinical experiences and learning laboratory for other departments. The interdisciplinary approach is being strengthened through input from the departments of Psychology, Habilitative Sciences, Music and Fine Arts, Physical Education, and the area of Special Education.

Virtually every faculty member engaged in the Home Economics programs exhibited an overriding concern for the quality of organized human services and child development. This concern is expected to continue.

### **SCHOOL OF INDUSTRIAL EDUCATION AND ENGINEERING TECHNOLOGY**

#### *Programs*

The School of Industrial Education and Engineering Technology offers majors in Industrial Arts Education and Engineering Technology.



The Engineering Technology curricula include Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology.

All of the above mentioned programs produce graduates in great demand in and out of state. The programs have been strengthened by the addition of new courses, such as (1) Introduction to Air Pollution Control, (2) Introduction to Programming and Computer Technology, and (3) Computer Peripheral Devices. The Department is developing an inventory of highly sophisticated equipment as it moves towards accreditation.

Cooperative Education is of great interest to students in this School. The program permits a student to pursue his studies and also work in an industry closely related to his major field of concentration. The work experience constitutes an essential element of the educative process towards a degree. Participation in this program has tended to increase the student population in this School.

### **SCHOOL OF GRADUATE STUDIES**

#### *Programs*

The School of Graduate Studies has made some progress in terms of its academic program with a new M.A. program and upgrading of courses in certain areas. There have been additions of courses in Adult Education, Elementary Education, Counseling Education, Special Education, and a M.A. degree in Speech Pathology and Audiology.

The many new and innovative things happening in graduate education must be examined by the Dean and faculty involved in graduate education. There are 13 full-time faculty members on duty, with six, or 46 percent, holding the doctorate. Six hold the master's degree, and one the bachelor's degree. The latter person will retire this year and his replacement should have at least a master's degree. This School meets the requirements of Standard V. It should be the policy of this area to try to replace persons who retire with doctorates and that faculty members without the doctorate be encouraged to do further study during the summers.



## VI. SUMMARY OF ACADEMIC PREPARATION OF STAFF (Collegewide)

The College faculty shows the following professional training: (1) One hundred and twenty, or 67 percent, of the teaching faculty possess professional training equivalent to three years of advanced study beyond the bachelor's degree. This is up 7 percent over last year. Eighty-five members, or approximately 43.8 percent, of the teaching faculty have the earned doctorate degree. This is an increase of 17 and 6.3 percent over last year. Many of our faculty are nearing completion of their terminal degrees, and will improve this percentage by next year.

(2) There are 105 faculty members who hold the master's degree and these include three in Military Science and six librarians. Thirteen hold the bachelor's degree, with eight in Military Science and three librarians.

Present on-duty faculty are broken down as follows:

	<i>On Duty</i>	<i>On Leave</i>
Professors .....	31	0
Assoc. Professors .....	42	0
Asst. Professors .....	81	5
Instructors .....	40	4
	<hr/>	<hr/>
Total .....	194	9

While the above represents an improvement over last year, there are still departments where the percentage of doctorates remains below acceptable standards. These departments are Business Administration, Social Sciences, Health and Physical Education, areas in Home Economics, and Rehabilitation Counseling.

### RESEARCH AND PUBLICATIONS

#### School of Arts and Sciences

Abu-Shawareb, Hassan. "Poetry of John Keats." Sent to the publishers, 1974.

Akpan, Moses E. "An Exploratory Study of Socio-Economic Conditions in South Carolina." To be published by Clemson University.



Belcher, Eloise U. "Humanities Manual III." Off-set, South Carolina State College.

Chakrabarti, Ajoy G. "The Physiological and Chemical Studies on the Mechanism of Weed Seeds Dormancy." To be published by Clemson University.

Chen, Yi F. "Phonology of Old English." To be published in *Explorations in Education*, Spring 1975.

Cottingham, Charles. "Macrophomina Phaseoli (Sclerotium bataticola) as Related to Crop Plants in South Carolina." To be published by Clemson University.

Faggett, Harry L. Textbook: "Our Life and Times in Literature." In preparation for publication.

Flowers, H. D. "Educational Theatre at Forty Predominantly Black Institutions of Higher Education in the United States." Unpublished doctoral dissertation.

Howie, M. R. and Hanna, K. "Effects of Communications and Transportation on Utilization of Agency Services by Low Income People in Rural South Carolina." To be published by Clemson University.

Israel, Charles M. "The Fractured Hero of Roth's *Goodbye Columbus*." (Critique, Vol. XVI, No. 2, 1974.)

Parler, Nettie P. "Humanities Manual III." Off-set, South Carolina State College.

Youngman, Robert C. "The Development of a Program of Listening Instruction for the Improvement and Teaching of Listening Skills." *Quarterly Journal of Speech*, Spring, 1975.

#### School of Education

Bryant, Lawrence C. "South Carolina Negro Legislators: A Glorious Success." (In the process of publication.)

Clifford, Paul I. "Public Misconceptions of Tests and How to Overcome Them." (Presented at the Southeastern Invitational Conference on Measurement in Education, December 6, 1974.)

Quinn, Ronald J. "Training of Prison Inmates as Paraprofessional Counselors." Presented at the 1974 American Personnel and Guidance Association Convention.

#### School of Industrial Education & Engineering Technology

Hopkins, Joseph L. "Trade and Industrial Teachers' Attitudes Toward Administrators, Teachers and Students as a Function of Selected Variables." Unpublished doctoral dissertation.



Hwang, Shoi Y. "Computerized Stress Analysis Techniques in IBM Computer Component Design." Published by T. J. Watson Research Center, Yorktown Heights, New York.

Sandrapaty, Ramachandra R. "Solid Waste Disposal by Incineration." Published by IBM Research at Triangle Park, North Carolina.

### **COOPERATIVE EDUCATION**

#### **Program**

The Cooperative Education Program for the present academic year has experienced appreciable growth compared to the previous school year. This growth is in evidence in all facets of the program and can be attributed to the support and involvement of the entire College family, parents, and the very fine reputation the program has acquired nationally as a result of the excellent performances of our students.

The objectives of the program for this period were

- to better acquaint the College, parents and different sectors of the work world on the local, state and national levels with the program;
- to increase faculty involvement and student participation;
- to increase the number of training slots with special emphasis on positions at the local and state levels;
- to secure additional positions for the liberal arts students.

A number of activities and programs were initiated in an effort to meet these objectives within the past year.

Ninety percent of the student body is aware of the program and its aims as a result of our efforts, peer counseling by participating co-op students, and the efforts of interested parents and academic advisors. Enrollment is presently at an all-time high.

### **OFFICE OF ADMISSIONS AND RECORDS**

#### *General Observations*

Completed applications for admission from all sources, for 1974-1975, amounted to 1,515, with 1,289 accepted for admis-



sion. The total number of regular freshmen accepted was 933, with the difference (356) coming from transfers (82), readmissions (64), special (129), the evening school (26), and five transients.

Despite the number of acceptances, only 644 freshmen enrolled. This decrease was the direct result of the lack of financial assistance. The overwhelming number of freshmen indicated the need for financial aid.

In the 1974-75 freshman class, 421 ranked in the top 40 percent of their high school class; with 219 ranking in the top 20 percent, and 95 in the top 10 percent. However, the overall high school performance of this year's class is above the class of 1973-1974.

With the revised standards for probation and failure, only 12.2 percent of the freshmen were in academic difficulty at the semester's end. Of the 79 so affected, none failed.

Statistical information concerning the Office of Admissions and Records will be found in Appendix V.

### **AUDIO-VISUAL CENTER**

The Audio-Visual Center is now located in its new facility in the New Classroom Building, and provides the central services for educational technology at the College.

The new Center is well organized with special classrooms and laboratories to include the following: audiovisual laboratory, audiovisual classrooms, graphic arts classrooms, viewing room, preview/audio booths, media conference room, storage and repair, and media library.

Specialized production spaces include: closed circuit television studio, audio studio, graphic laboratory, photographic darkroom and production materials laboratory.

The Center is well equipped to serve the entire College and all conferences and seminars held on campus.

Thought must now be given to a replacement for the present Director who, at the end of his 1975-1976 contract, June 1976, will have reached age 65 years. In order for a smooth



transfer, selection and replacement must be made prior to this time.

### COLLEGE LIBRARY

The College Library, as of February 1975, has an accession collection of 162,370 volumes, an increase of 20,453 volumes, or a 13 percent increase over 1973-1974; 31,860 documents (federal and state); 51,538 microforms consisting of (a) microfilm reel collections of periodicals, dissertations on the Negro and Census of South Carolina counties; (b) microfiche collection of *Library of American Civilization*, *Library of English Literature* and *ERIC* (Educational Resources Information Center) and; (c) microcard collection of the *Monthly Catalog of U. S. Government Publication*. The Library subscribes to 635 periodicals and 30 newspapers.

Although reclassification has been done generally throughout the collection, specific areas have been completed. These include volumes which had been in Dewey 500-510 and 910-917. The Reference Collection is about two-thirds reclassified, and efforts are being made to have it completely reclassified by June 30, 1975.

### RESEARCH, PLANNING AND EXTENSION

The major purpose of this office is to coordinate the 1890 Land-Grant College programs. The minor purposes are to direct the institutional research, institutional planning and institutional relations.

#### A. Research Function

The 1890 research component is charged with the responsibility of seeking funds to support research projects for South Carolina State College's faculty, staff and students. The office is held accountable for selecting and structuring research programs to canopy the varied project interest of principal researchers, and finding principal investigators to write proposals and research projects. We are further charged with the orderly progress of projects, the publication of final reports and the accountability of research funds.

The office prepares reports for Cooperative State Re-



search Service, represents itself at state, district and national meetings that are sponsored by our fund grantors; and we cooperate with other educational institutions seeking research opportunities.

The institutional research function furnishes data necessary for sound decision-making in administration. In this regard, this office assists in the organization of research projects and provides supervision in collecting and analyzing data; and in the preparation and publication of research findings. The director serves as Chairman of the Research Policies Council, which receives and processes applications for institutional research grants from faculty, staff and students. The research coordinator serves as secretary to the Association of 1890 Research Coordinators and serves as liaison between 1890 Library Directors and the 1890 Research Coordinators.

#### B. *Extension 1890 Programs*

The 1890 Extension of South Carolina State College, in cooperation with Clemson University and the ES-USDA, is charged with the responsibility of developing annual programs of work for low-income families in Chesterfield, Marlboro, Georgetown and Hampton Counties. At present we have three extension projects.

1. *Family Living*—concerns itself with upgrading the quality of life for all members of the family. It also addresses the problem of inter-family relations between husband and wife as well as parents and children. The family living project also teaches management skills, expanding the family food base and home beautification.
2. *Community Resource Development*—encourages greater cooperation between low-income families in the pursuit of common goals. Communities are taught solid waste disposal; they are encouraged to register and vote for candidates who are sympathetic towards their cause; and they are given demonstrations on inter-group participation and cooperation on common community goals. They are encouraged to develop their economic and human resources by investing their time and energies into a planned pursuit of self-help.



3. *Youth Development*—is designed to stimulate personal growth and development in both mental and physical behavior. Some 30 percent of all families in Chesterfield, Georgetown, Marlboro and Hampton Counties are low-income families. The youngsters of these limited resource families comprise the youth groups with whom we work to help them help themselves.

#### **GENERAL ACCOMPLISHMENTS OVER THE LAST YEAR**

Since the last Annual Report the research function of this office has submitted three projects to and received approval from Cooperative State Research Service, allocating \$492,848 from FY 1972 funds to research here at the College. Four projects have been submitted to and approved by CSRS, obligating \$600,014 from FY 1973 funds. Two projects have been submitted and approved by CSRS, obligating \$600,014 of the FY 1974 funds. One project was submitted to CSRS obligating \$311,514 of the \$600,014 allocated for FY 1975.

The Research Policies Council has received one research proposal from the faculty for institutional research funds. This project was approved for funding, obligating \$23,642.62.

The 1890 Extension Program has been somewhat reorganized, staffed with four additional professionals, equipped with production services at the county level and has become a viable part of the State Cooperative Extension Service. The four professionals at the county level constitute two county coordinators and two youth program coordinators.

#### **RESERVE OFFICERS' TRAINING CORPS**

The mission of the Reserve Officers' Training Corps Program at South Carolina State College is to provide the military training that is combined with the academic curriculum of the College so that students may qualify for commission as officers in the Army of the United States upon graduation.

The following persons make up the staff:

1. Lieutenant Colonel Burnis L. Hall, Jr. Assigned August 15, 1972
2. Major Linwood H. Ransom Assigned August 20, 1972
3. Major Daniel McGahney, Jr. Assigned August 25, 1973



4. Major Howard H. Chun Assigned July 15, 1973
5. Major Betty J. Harris Assigned November 12, 1973
6. Major David D. Jones Assigned June 5, 1974
7. Captain Richard L. Martel Assigned June 10, 1973
8. Captain Thomas M. Schroeder Assigned April 7, 1972
9. Captain Jesse Hamilton Assigned August 13, 1974
10. Captain Charles F. Williams Assigned June 30, 1974
11. Captain Alphonso H. Pearson Assigned July 2, 1973
12. Sergeant Major James R. Love  
Assigned November 27, 1967
13. Sergeant Major Clarence P. Butler  
Assigned December 30, 1969
14. Master Sergeant Willie Harris  
Assigned September 18, 1974
15. Sergeant First Class Tom V. Cunningham  
Assigned June 24, 1974
16. Sergeant First Class Larry E. Fulgenzi  
Assigned June 28, 1974
17. Staff Sergeant Alfred V. Hazzard  
Assigned October 25, 1974

The following figures indicate ROTC enrollment strengths for the current school year:

	<i>MS I</i>	<i>MS II</i>	<i>MS III</i>	<i>MS IV</i>	<i>Total</i>
First Semester	250	145	61	64	523*
Second Semester	263	153	61	57	534

The above enrollments are above last year's by 48 candidates for the first semester, and 48 cadets for the second semester. Included in the above figures are 153 young ladies for the first semester.

\* Represents 65 cross-enrolled from Claflin and Voorhees

### *Coed Program*

South Carolina State College was selected by the Secretary of the Army in 1972 as one of ten host institutions throughout the United States to participate in the pilot program for females in ROTC. For the first time, young ladies may enroll in ROTC, and upon completion of the four-year program receive a commission in the Women's Army Corps as Second



Lieutenants. Young ladies enrolled in the program are eligible to compete for scholarships and participate in all activities and events sponsored by the Military Science Department at South Carolina State College. Coed cadets are not eligible for training beyond their normal physical strength or

Airborne Training  
Ranger Training  
Field Combat Training

The young ladies are not required to bear arms or participate in marksmanship training.

One hundred fifty-three coeds enrolled in the program for the first semester, school year 1974-1975. One three-year scholarship was awarded to a South Carolina State coed ROTC cadet (Mary Bridges). One scholarship is currently in force for coed cadets. The enrollment of coed cadets has been extended to cross-enrolled institutions.

#### APPENDIX I Housing 1974-1975

<i>First Semester</i>	<i>Females</i>	<i>Males</i>
Living on Campus .....	1,085	647
Orangeburg Residents .....	170	118
Orangeburg Non-Residents .....	50	226
Commuters-Regular .....	23	33
Married Couples Living on Campus .....	12	12
Full Time Graduate Students .....	40	80
Commuters Part-Time Graduates .....	231	140
Total .....	1,611	1,256
 <i>Second Semester</i>		
Living on Campus .....	1,085	647
Orangeburg Residents .....	165	93
Orangeburg Non-Residents .....	60	236
Commuters-Regular .....	23	19
Married Couples Living on Campus .....	12	12
Full Time Graduate Students .....	66	59
Commuters Part-Time Graduates .....	218	200
Total .....	1,629	1,266



<i>Dormitories</i>	<i>1st Semester</i>	<i>2nd Semester</i>	<i>Capacity</i>
Bethea Hall .....	384	384	384
Lowman Hall .....	125	125	116
Mays Hall I .....	138	138	138
Mays Hall II .....	130	130	130
Bradham Hall .....	114	114	114
Earle Hall .....	84	84	84
Manning Hall .....	115	115	115
Miller Hall .....	68	68	68
Sojourner Truth Hall .....	432	432	432
Williams Hall .....	142	142	142
	<u>1,732</u>	<u>1,732</u>	<u>1,723</u>

## APPENDIX II

### Financial Aid to Students

<i>1974-75</i>			<i>1973-74</i>		
<i>No.</i>	<i>Amt.</i>	<i>Avg. Per</i>	<i>No.</i>	<i>Amt.</i>	<i>Avg. Per</i>
<i>Receiving</i>	<i>Rec'd</i>	<i>Student</i>	<i>Receiving</i>	<i>Rec'd</i>	<i>Student</i>
2,200	\$2,000,000	\$909	1500	\$1,200,000	\$800

Estimated Percentage breakdown of categories of family income:

<i>Income Category</i>	<i>Per Cent</i>
\$ 0 to \$ 2,999 .....	21
3,000 to 5,999 .....	37
6,000 to 7,499 .....	16
7,500 to 8,999 .....	10
9,000 to 11,999 .....	9
12,000 or more .....	7

The total amount of aid roughly breaks down as follows:

Loans .....	\$ 225,000
Jobs .....	436,000
Scholarships and Grants .....	1,085,000
Miscellaneous Off-Campus Aid .....	120,000

### STUDENT AID PROGRAMS

#### Loans

	<i>No. of</i>	<i>Amount</i>
	<i>Students</i>	
National Direct Student Loans .....	676	\$186,300
United Student Aid Funds Loans .....	48	43,000



*Part-time Jobs*

College Work-Study Program .....	450	245,000
Cafeteria Jobs .....	174	142,000

*Grants*

Basic Educational Opportunity Grants .....	792	629,000
Supplemental Educational Opportunity Grants .....	827	244,000
Freshmen .....	298	\$ 68,600
Sophomores .....	205	47,900
Juniors .....	202	78,600
Seniors .....	122	48,900
* Law Enforcement Grants .....	4	1,200
* To provide an incentive for in-service law enforcement personnel to increase their competence through continuing education.		

**APPENDIX III**

Office of Cooperative Education and  
Career Planning and Placement  
1974-1975

**RECRUITER REPRESENTATIVES**

Public Schools .....	23
Graduate Schools .....	26
Government Agencies .....	19
Business & Industry .....	105
<b>Total</b> .....	<b>173</b>

**Cancellations**

Business & Industry .....	5
Government Agencies .....	1
Graduate Schools .....	1
Public Schools .....	2
<b>Total</b> .....	<b>9</b>

**Number of Interviews Held**

Business Administration .....	412
Science (Chemistry & Biology) .....	139
Library Services .....	41



Communications .....	38
Elementary Education .....	44
Home Economics .....	26
Speech Pathology & Audiology .....	53
Technology:	
Civil .....	35
Electrical .....	83
Mechanical .....	51
Industrial Arts .....	45
Social Sciences .....	111
Psychology .....	47
Mathematics .....	153
Physical Education .....	10
Music .....	30
Modern Languages .....	14
<b>Total .....</b>	<b>1,332</b>

R—Regional  
 S—State  
 T—Total

Number of Students

Total

Department	Students No. of	in S & C	Non State Enrollment	Total
Elementary Education	35	13	0	35
Home Economics	26	13	0	26
Psychology	47	1	0	48
Music & Fine Arts	30	3	1	34
Physical Education	10	3	0	13
Health & P.E.	34	12	0	46
Elementary Education	35	13	0	48
Speech Pathology	53	1	0	54
Social Sciences	111	3	0	114
Natural Sciences	32	4	1	37
Mathematics	153	0	0	153
Communications	10	3	1	14
Administration	80	50	14	144
Business				

COOPERATIVE EDUCATION, JUNIOR COLLEGE  
 SOUTH CAROLINA STATE COLLEGE  
 BOTTOM-UP CLASS OF 1977



**COOPERATIVE EDUCATION, CAREER PLANNING AND PLACEMENT CENTER  
SOUTH CAROLINA STATE COLLEGE  
FOLLOW-UP CLASS OF 1974**

Department	No. of Students	in S. C.	Employed Non State	Type of Employment			Sch.	Grad. Sch.	Tent. Empl.	House —Mil Wives		
				L	F							
Business Administration	89	29	14	7	4	2	26	4	1	13	3	12
Communications	10	3	1				1	3	2	1	1	1
Mathematics	34	6	9				11	4	3		1	6
Modern Languages	6								6			
Natural Sciences	35	8	4	1	1	1	5	4	9	4	1	5
Social Sciences	55	8	2	2		2	4	2	9	14	4	6
Speech Pathology	26	15	1				1	15	4	2	2	
Elementary Education	24	15						15	3	5	1	
Health & Phy. Education	24	13	2	1	1		2	11	1	7	1	
Library Science	11	3	2	1		1		3	3	1	2	
Music & Fine Arts	8	3	1	1			1	2	1	1		2
Psychology	20	7	4	3	2	1	3	2	5	3		
Home Economics	27	13	5	2	2		2	12	1	4		1
Ind. Education	32	13	9	1		2	13	6		1		9
Totals	401	136	55	19	10	9	69	83	48	56	15	42

Number Unknown 49

Plant Visits 105

Job Offers 329

L — Local

S — State

F — Federal



# **APPENDIX IV** **BROOKS INFIRMARY**

## Total of Services Rendered on Campus

I.	Census .....	20,215
	1. Admissions .....	114
	2. Bed Rest .....	521
	3. Out patient .....	19,680
II.	Outpatient Visits Total and Classified	
	1. College students .....	18,928
	2. Faculty & Staff .....	287
	3. Felton students .....	248
	4. Maintenance employees .....	179
	5. Visitors .....	38
III.	Clinics: Total Seen in Clinics .....	1,580
	1. Dr. Palm's Clinics — 2/1/74 - 2/23/74 .....	425
	2. Dr. Childs' Clinics — 9/6/74 - 1/31/75 .....	1,155
	3. Dr. Childs' Office (emergencies) .....	43
IV.	Physical Examinations .....	217
	1. Basketball .....	33
	2. Football .....	121
	3. Fraternity Activity .....	7
	4. Teacher's Cert. .....	9
	5. Admission to Graduate School .....	5
V.	Testing	
	1. Blood pressure screening (contractual service) .....	290
	2. Sick cell tests .....	286

## Total of Services to Students From Off-Campus Specialists and Agencies

I.	Dental	
	1. H. E. Caldwell, D. D. S. ....	12
	2. R. Gordon, D. D. S. ....	38
	3. W. F. Hickson, D. D. S. ....	24



II. Eye, Ear, Nose & Throat .....	23
1. W. Davis .....	4
2. Gressette Clinic .....	19
III. Orangeburg Regional Hospital .....	
Emergency Rm. ....	70
Orangeburg Regional Hospital Admission ....	8
Orangeburg Regional Hospital X-Ray .....	44
IV. Orangeburg County Health Department .....	
1. Consultations .....	14
2. X-Ray .....	6
3. Family Planning Service (contractual) .....	53
V. Specialist .....	
1. Gyn .....	6
(Dr. Mole) .....	
2. Surgical .....	75
(a) Bradham & Frierson .....	2
(b) Drs. Campbell & Kinard .....	45
(c) Dr. Dukes .....	4
(d) Dr. Graziano .....	19
(e) Moores' Clinic .....	4
VI. Urological .....	8
1. Drs. Price & Thackston .....	8
Referrals: February 23, 1974 - August 30, 1974 .....	
Medical .....	96
1. Dr. Childs .....	58
2. Dr. Crawford .....	28
3. Dr. Disher .....	10

#### APPENDIX V

#### OFFICE OF ADMISSIONS AND RECORDS OUT-OF-STATE UNDERGRADUATE STUDENTS FALL SEMESTER, 1974

	<i>Males</i>	<i>Females</i>	<i>Total</i>
Alabama .....	2		2
California .....		1	1
Connecticut .....	1		1



	<i>Males</i>	<i>Females</i>	<i>Total</i>
Delaware .....	1		1
District of Columbia .....	4	2	6
Florida .....	28	9	37
Georgia .....	7	7	14
Indiana .....	12		12
Kansas .....	1		1
Maryland .....	4		4
Massachusetts .....		1	1
Michigan .....	8	2	10
New Jersey .....	2	4	6
New York .....	7	6	13
North Carolina .....	3	4	7
Ohio .....	1		1
Pennsylvania .....	5	3	8
Tennessee .....	1		1
Texas .....	1		1
Virginia .....	4		4
	—	—	—
Sub-Total .....	92	39	131
International (Nigeria) ..	4		4
	—	—	—
Total .....	96	39	135

**GRADUATE ENROLLMENT BY COUNTIES**  
**FALL, 1974**

Abbeville .....	0
Aiken .....	16
Allendale .....	3
Anderson .....	0
Bamberg .....	23
Barnwell .....	8
Beaufort .....	2
Berkeley .....	16
Calhoun .....	9
Charleston .....	34
Cherokee .....	2
Chester .....	1
Chesterfield .....	1
Clarendon .....	12



Colleton .....	10
Darlington .....	3
Dillon .....	1
Dorchester .....	10
Edgefield .....	3
Fairfield .....	0
Florence .....	7
Georgetown .....	5
Greenville .....	2
Greenwood .....	1
Hampton .....	6
Horry .....	0
Jasper .....	1
Kershaw .....	6
Lancaster .....	2
Laurens .....	0
Lee .....	2
Lexington .....	4
McCormick .....	0
Marion .....	2
Marlboro .....	2
Newberry .....	2
Oconee .....	1
Orangeburg .....	236
Pickens .....	0
Richland .....	15
Saluda .....	0
Spartanburg .....	3
Sumter .....	10
Union .....	2
Williamsburg .....	21
York .....	0
<hr/>	
Total .....	484
Out-of-state .....	7
<hr/>	
Grand Total .....	491



# **UNDERGRADUATE ENROLLMENT BY COUNTIES** **FALL, 1974**

Abbeville .....	17
Aiken .....	60
Allendale .....	13
Anderson .....	43
Bamberg .....	25
Barnwell .....	35
Beaufort .....	43
Berkeley .....	63
Calhoun .....	35
Charleston .....	237
Cherokee .....	22
Chester .....	23
Chesterfield .....	30
Clarendon .....	46
Colleton .....	49
Darlington .....	39
Dillon .....	18
Dorchester .....	21
Edgefield .....	13
Fairfield .....	17
Florence .....	93
Georgetown .....	68
Greenville .....	57
Greenwood .....	35
Hampton .....	12
Horry .....	41
Jasper .....	4
Kershaw .....	31
Lancaster .....	27
Laurens .....	49
Lee .....	30
Lexington .....	21
McCormick .....	11
Marion .....	39
Marlboro .....	26
Newberry .....	15
Oconee .....	9
Orangeburg .....	474



Pickens .....	5
Richland .....	153
Saluda .....	13
Spartanburg .....	92
Sumter .....	132
Union .....	20
Williamsburg .....	67
York .....	41
<hr/>	
Total .....	2,414
Out-of-state .....	135
<hr/>	
Grand Total .....	2,549

**GRADUATE ENROLLMENT BY COUNTIES  
SPRING, 1975**

Abbeville .....	0
Aiken .....	22
Allendale .....	7
Anderson .....	0
Bamberg .....	27
Barnwell .....	10
Beaufort .....	3
Berkeley .....	19
Calhoun .....	24
Charleston .....	38
Cherokee .....	0
Chester .....	1
Chesterfield .....	2
Clarendon .....	13
Colleton .....	12
Darlington .....	5
Dillon .....	0
Dorchester .....	13
Edgefield .....	1
Fairfield .....	0
Florence .....	2
Georgetown .....	4
Greenville .....	2
Greenwood .....	0



Hampton .....	8
Horry .....	1
Jasper .....	0
Kershaw .....	5
Lancaster .....	2
Laurens .....	0
Lee .....	1
Lexington .....	12
McCormick .....	0
Marion .....	2
Marlboro .....	3
Newberry .....	3
Oconee .....	0
Orangeburg .....	305
Pickens .....	0
Richland .....	19
Saluda .....	0
Spartanburg .....	1
Sumter .....	14
Union .....	3
Williamsburg .....	49
York .....	1
Total .....	634
Out-of-state .....	9
Grand Total .....	643

**GRADUATE ENROLLMENT BY COUNTIES  
1974 - 1975**

Abbeville .....	0
Aiken .....	38
Allendale .....	10
Anderson .....	0
Bamberg .....	50
Barnwell .....	18
Beaufort .....	5
Berkeley .....	35
Calhoun .....	33
Charleston .....	72
Cherokee .....	2



Chester .....	2
Chesterfield .....	3
Clarendon .....	25
Colleton .....	22
Darlington .....	8
Dillon .....	1
Dorchester .....	23
Edgefield .....	4
Fairfield .....	0
Florence .....	9
Georgetown .....	9
Greenville .....	4
Greenwood .....	1
Hampton .....	14
Horry .....	1
Jasper .....	1
Kershaw .....	11
Lancaster .....	4
Laurens .....	0
Lee .....	3
Lexington .....	16
McCormick .....	0
Marion .....	4
Marlboro .....	5
Newberry .....	5
Oconee .....	1
Orangeburg .....	541
Pickens .....	0
Richland .....	34
Saluda .....	0
Spartanburg .....	4
Sumter .....	24
Union .....	5
Williamsburg .....	70
York .....	1
<hr/>	
Total .....	1,118
Out-of-state .....	16
<hr/>	
Grand Total .....	1,134



**ENROLLMENT BY CLASSES FIRST SEMESTER 1974-75**

<i>Class</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Seniors .....	198	218	416
Juniors .....	192	275	467
Sophomores .....	205	298	503
Freshmen (New) .....	298	346	644
Advanced Freshmen .....	98	110	208
Transfers .....	35	32	67
Transients .....	1	2	3
Specials .....	71	108	179
Evening School .....	17	45	62
Sub-Total .....	1,115	1,434	2,549
Graduate School .....	197	294	491
Sub-Total .....	1,312	1,728	3,040
Felton Laboratory and Nursery School .....	233	218	451
Grand Total .....	1,545	1,946	3,491

**COMPARISON OF ENROLLMENT FOR FIRST SEMESTERS**

<i>Class</i>	<i>1974</i>	<i>1973</i>	<i>% Increase +</i> <i>% Decrease -</i>
Seniors .....	416	431	- 3.48
Juniors .....	467	375	+24.53
Sophomores .....	503	543	- 7.37
Freshmen .....	644	616	+ 4.55
Advanced Freshmen .....	208	120	+73.33
Transfers .....	67	58	+ 1.55
Specials & Unclassified ..	244	264	- 7.58
Sub-Total .....	2,549	2,407	+ 5.90
Graduate School .....	491	502	- 2.19
Sub-Total .....	3,040	2,909	+ 4.50
Felton Laboratory and Pre-School .....	451	402	+ 1.21
Total .....	3,491	3,311	+ 5.44



**FIRST SEMESTER ENROLLMENT FOR PAST FIVE YEARS**

	<u>1974</u>	<u>1973</u>	<u>1972</u>	<u>1971</u>	<u>1970</u>
Senior Class .....	416	431	415	393	353
Junior Class .....	467	375	380	368	357
Sophomore Class .....	503	543	438	416	485
Freshman Class .....	852	736	621	558	467
Unclassified & Special .....	311	322	283	145	67
Sub-Total .....	<u>2,549</u>	<u>2,407</u>	<u>2,137</u>	<u>1,880</u>	<u>1,729</u>
Graduate School .....	491	502	503	503	419
Sub-Total .....	<u>3,040</u>	<u>2,909</u>	<u>2,640</u>	<u>2,383</u>	<u>2,148</u>
Felton Laboratory & Nursery School .....	451	402	410	379	356
Grand Total .....	<u><u>3,491</u></u>	<u><u>3,311</u></u>	<u><u>3,050</u></u>	<u><u>2,762</u></u>	<u><u>2,504</u></u>

**TOTAL FALL REGISTRATION 1972-1974**

	<u>1974</u>	<u>1973</u>	<u>1972</u>
Total			
Undergraduates ..	2,549	2,407	2,137
Out-of-State ...	135 ( 5.30%)	159 ( 6.61%)	118 ( 5.52%)
In-State .....	2,414 (94.70%)	2,248 (93.39%)	2,019 (94.48%)
Total Graduates ...	<u>491</u>	<u>502</u>	<u>503</u>
Total Undergraduates and Graduates ...	3,040	2,909	2,640
Total Out-of-State ..	143 ( 4.70%)	170 ( 5.84%)	129 ( 4.89%)
Total In-State .....	2,897 (95.30%)	2,739 (94.16%)	2,511 (95.11%)